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Regents

**State Board of Regents Meeting
University of Utah
Olpin Student Union
Salt Lake City, Utah
October 29, 2010**

**STATE BOARD OF REGENTS MEETING
UNIVERSITY OF UTAH
OLPIN STUDENT UNION
SALT LAKE CITY, UTAH
OCTOBER 29, 2010**

AGENDA

(Amended October 25, 2010)

7:30 - 9:00 a.m.

**BREAKFAST MEETING- STATE BOARD OF REGENTS, UNIVERSITY OF UTAH BOARD OF TRUSTEES,
PRESIDENT YOUNG AND COMMISSIONER SEDERBURG**

Parlor A

8:30 - 9:00 a.m.

Presidents' Meeting re Department of Labor Grant

Collegiate Room

9:15 - 10:45 a.m.

COMMITTEE OF THE WHOLE

Saltair Room

1. Report of the Commissioner
2. 2010 Report of the 2020 Higher Education Plan
3. Information Technology Task Force Report

[Tab A](#)

[Tab B](#)

**11:00 a.m. - 12:15
p.m.**

MEETINGS OF BOARD COMMITTEES

PROGRAMMIN AND PLANNING COMMITTEE

Regent John H. Zenger, Chair

West Ballroom

NEW DEGREE PROPOSALS:

1. Dixie State College - Bachelor of Science Degree in Music Education

[Tab C](#)

THREE YEAR FOLLOWUP REPORTS:

2. Utah State University
 - A. Bachelor of Science Program in Agricultural Communication and Journalism
 - B. Bachelor of Arts / Bachelor of Science Programs in International Business
3. Dixie State College
 - A. Bachelor of Arts / Bachelor of Science Programs in English
 - B. Associate of Applied Science Degree in Medical Radiography

[Tab D](#)

ACTION:

4. USHE - Participation Task Force Report
- Tab E

INFORMATION / DISCUSSION:

5. Community College Task Force Recommendations
- Tab F
6. College and Career Readiness Statement
- Tab G
7. USHE - Secondary Counselor Conference
- Tab H
8. Utah Scholars Annual Report
- Tab I
9. Report to Legislature on New Century and Regents' Scholarships
- Tab J
10. Legislative Outreach - Regional Briefings
- Tab K
11. Third Week Enrollment Report
- Tab L

FINANCE AND FACILITIES COMMITTEE

Regent Nolan E. Karras, Chair

Saltair Room

ACTION:

1. Dixie State College - Housing Project
- Tab M
2. University of Utah - Campus Master Plan
- Tab N
3. Proposed Revisions to Policy R565, *Audit Committees*
- Tab O
4. Utah State University - Property Purchase (Tremonton)
- Tab P
5. University of Utah - Series 2010 Auxiliary and Campus Facilities System Revenue Bonds
- Tab Q
6. UHEAA - Approving Resolution, SBR Student Loan Revenue Bonds
- Tab R
7. University of Utah - 2010 Series Hospital Refunding Revenue Bonds
- Tab S
8. University of Utah - Request for Bonding Authorization (South Jordan Health Center)
- Tab T

CONSENT:

9. Snow College - Sale of Property
- Tab U

INFORMATION

10. Southern Utah University - Property Purchase
- Tab V
11. USHE - Annual Leased Space Report
- Tab W
12. USHE - Annual Report on Institutional Residences
- Tab X
13. UHEAA - Student Loan Default Rates - Lowest in UHEAA History
- Tab Y

12:30 - 1:30 p.m.	<div>LUNCH</div> <div>Ballroom</div>
State of the University Presentation - President Young	
1:45 - 3:00 p.m.	<div>COMMITTEE OF THE WHOLE</div> <div>Saltair Room</div>
	<div>1. General Consent Calendar</div> <div>2. 2011 Meeting Schedule (Added October 25, 2010)</div> <div>3. Reports of Board Committees</div> <div>4. Resolutions</div> <div>5. Report of the Chair</div> <div>6. Discussion</div> <div>Tab Z</div> <div>Web Only</div>
3:00 - 4:00 p.m.	<div>CLOSED SESSION MEETING OF THE BOARD</div> <div>Parlor A</div>

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

October 29, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Academic, Career and Technical Education and Student Success (Programs)
Committee—Three Year Reviews

The following have been submitted for consideration by the Regents as recommendations from the Programs Committee.

A. Utah State University

i. Three Year Follow Up Report—Agricultural Communication and Journalism

Program Description

The Agricultural Communication and Journalism program at Utah State University (USU) was approved by the Utah Board of Regents on May 31, 2006, with students admitted into the program fall semester of 2006. The specific focus of this Bachelor of Science degree prepares students to report agricultural information to audiences such as consumers, legislators, homeowners, farmers, agribusinesses, commodity groups, and governmental agencies. This major is designed to provide opportunities for agriculturists. The students typically identify themselves with agriculture via their personal passion for such disciplines then locate the major as “a way to make a difference.” Agricultural Communication and Journalism students choose the major because of their desire to be a positive “voice” for agriculture.

Graduates of the Agricultural Communication and Journalism program complete coursework in a variety of technical agricultural disciplines including animal science, plant science, agricultural economics, agribusiness, textile science, and biotechnology. Students have a base knowledge to draw from as they communicate the importance of the food and fabric industry, both domestically and internationally. Students also complete courses specific to agricultural communication in technical writing, sales, leadership, agricultural literacy, and environmental impacts—all designed to emphasize responsibilities in the agricultural communication profession. Additionally, students develop a skill set in journalism and communication courses including news writing, mass media, online journalism, and media law. Students graduate with a dual major in Agricultural Communication and Journalism (ACJ) and Journalism and Communication (JCOM); many Agricultural Communication and Journalism students complete a minor in an agricultural discipline as well. This degree is communication with a focus—agriculture: a synergistic combination of JCOM for media and public relations and ACJ for content and issues specific to agriculture.

The rationale for the development of the Agricultural Communication and Journalism program is a direct response to expressed interest from College of Agriculture students. The ACJ program requires minimal infrastructure and organizational changes as it relies on courses currently being offered within the Colleges

of Agriculture and Humanities and Social Sciences. The degree program is coordinated between the Agricultural Systems Technology and Education (ASTE) and JCOM departments, to avoid duplication and overlap while providing a degree opportunity offered across the United States for students. The ACJ program, along with similar programs across the country, serves students who choose to pursue an agricultural degree and career. However, these students will not work in traditional agricultural settings and they do not follow a traditional agricultural science-based curriculum. The ACJ program serves students who do not initially identify themselves as journalists and provides more content depth than an emphasis in JCOM would provide.

Enrollment and interest in the program has exceeded initial estimates. However, this high level of interest, coupled with the departure of the ACJ-lead faculty member, resulted in structural challenges. The lower enrollment in year three is due to uncertainty of the program status given the loss of established leadership. With the departure of the lead faculty member at a time when program cuts at the University were taking place, many students changed majors and so enrollment trended downward. There are currently 23 declared majors as of Fall 2010. The ASTE and JCOM departments are aware of the structural challenges presented by the rapid growth experienced in year two and see this growth as clear evidence of student interest. The ASTE department responded to the need for leadership in this program by reallocating departmental assignments and strategically filling the oversight role for the program with a passionate, dynamic program leader while surrendering other positions to cover departmental budget cuts. USU administrator's are intensifying the communication between the JCOM and ASTE departments to ensure appropriate advisement and experiences for the students and actively recruiting new students into the program. JCOM faculty members have been identified to specifically work with the ACJ students. The departments are solidifying the foundation of this program and preparing for a more structured growth pattern. The intercollegiate program bridge will extend physically when the JCOM program is located in the new College of Agriculture building. The departments are poised to demonstrate the ACJ major's potential and fulfill a need that exists within the College of Agriculture.

Enrollment Data

Enrollment Data						
	Year 1 - 2006-2007		Year 2 - 2007-2008		Year 3 - 2008-2009	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	7.80	7.67	19.74	45.00	30.07	35.33
Cost Per FTE	9,506	5,470	4,709	4,910	3,808	6,264
Student/Faculty Ratio		17.47		20.83		18.09
Headcount	10	9	21	47	31	36
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	0	0	0	0	0	0

Employment Information

ACJ students graduate with a competent set of communication skills and an understanding of scientific agriculture. Consequently, their career opportunities are numerous. Land-grant universities employ a staff of journalists to communicate their research, extension, and teaching programs. Several branches of the federal government (e.g. Department of Agriculture, Department of the Interior) employ agricultural journalists, as do similar departments in state programs (e.g. Utah Department of Agriculture and Food, Utah Association of Conservation Districts, Utah Farm Bureau Federation). There are several hundred agriculture-related publications in the United States in addition to the agribusinesses, agricultural chemical and machinery companies, advertising agencies, and agriculture associations employing people who are trained in writing, advertising, broadcasting, and public relations.

The report, "Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System 2005-2010," initiated by the U.S. Department of Agriculture, projects employment options for students with expertise in these areas to remain strong. Along with graduates in agriculture and life science, forestry, and veterinary medicine, job openings will be filled by qualified graduates in agricultural communication, biological sciences, engineering, business, and applied technologies. The students in the program are being actively recruited for internships and professional experience prior to graduation. Recent examples of successful internships include the Utah Department of Agriculture and Food, Utah Farm Bureau Federation, Utah State Fair, and the USDA's Agricultural Outlook Forum—a highly competitive national venue of top students interacting with national and international agriculturists.

Current employment for one program graduate is unknown, and one other is working in an unrelated field. All other graduates of this degree program are either in graduate school in a related area, or have found agricultural communication and journalism related work with employers such as: the American Paint Horse Association, the City of Logan, ICON Health, and Snowmobiling Magazine.

ii. *Three Year Follow Up Report—BS/BA International Business*

Program Description:

The BA/BS degree program in International Business in the Huntsman School of Business at Utah State University (USU) requires students to complete fifteen credits of business coursework in areas pertinent to the practice of international business, six credits of coursework to develop an understanding of broader historical, political, and/or economic contexts of business in an international context, and three credits of elective coursework with an international dimension. In addition, students are required to demonstrate competence in a second language and complete an international experience. These requirements are in addition to other USU and Huntsman School of Business degree completion requirements. The program was approved by the Board of Regents on May 31, 2006, and students were first admitted in fall semester, 2006.

Enrollment Data

The estimated numbers should have been included as projections in the original request.

Enrollment Data						
	Year 1 - 2006/2007		Year 2 – 2007/2008		Year 3 – 2008/2009	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	15	15.17	30	50.17	30	67.67
Cost Per FTE		8,134		8,703		7,494
Student/Faculty Ratio	28	36.60	28	26.12	28	25.04
Headcount	15	15.5	30	52.5	30	72
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program		336		8991		9828

Employment Information

For 2006/07 and 2007/08, data on graduates is not available. For 2008/09, there were nine graduates of which four completed an employment/education survey. One student planned to continue his studies, while the three remaining students accepted positions with Camp Chef, New York Life Insurance, and ThermoFisher (all in Utah) at an average salary of \$44,000.

B. Dixie State College of Utah

i. Three-Year Follow-Up Report BA/BS in English

Program Description

The English Department at Dixie State College of Utah in St. George, started admitting students to its bachelor's program in August 2006 (when the Regents first approved the English degree) and granted its first bachelor's degrees in English to three graduates who completed their program in December 2007. By the formal commencement in May 2008, the number of graduates had doubled, and has been increasing every semester since. As of September 2009, 33 students have graduated—each with an emphasis in either Literary Studies or Professional and Technical Writing. The Regents approved the English Education degree in August 2007, and the first students were admitted at that time. In December 2009, the first cohort of seven English Education students is expected to complete their requirements for graduation; all they lack is their student teaching, which they are doing this fall semester.

This report summarizes how the English Program's projections and expectations compare to the actual numbers over the past three years. Currently, students may earn either a B.S. or a B.A. and choose from three emphases: Literary Studies, Professional and Technical Writing, or English Education (which includes secondary certification).